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ABSTRACT

Drawing from the experiences of three California community colleges, Foothill College, De Anza College, and San Jose City College, this collection of materials provides guidelines and sample forms and instruments to help in the development of a system for evaluating community college administrators. Included in the collection are: (1) general guidelines for beginning the process of evaluation design; (2) a list of priorities for developing an evaluation system; (3) guidelines for writing the policy and procedures governing the evaluation of administrators; (4) a list of legal issues in evaluating administrators; (5) De Anza College's "Administrator Evaluation Process and Procedures" manual, which includes a statement of philosophy and purpose, a theoretical framework, an outline of steps for implementing the committee and supervisor models of evaluation, and administrative review forms; (6) a list of proven, workable solutions for administrative evaluation developed by Foothill College; (7) Foothill's booklet, "The Management Evaluation Process," which includes instruments for a supervisor's evaluation, self-evaluation, peer evaluation, and subordinate evaluation; and (8) a set of materials including a policy statement, list of procedures, employee evaluation survey, and training materials used for administrator evaluation in the San Jose/Evergreen Community College District. (AC)

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Evaluating Administrators:

Designing the Process in a Shared Governance Environment.

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Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).

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EVALUATING ADMINISTRATORS: DESIGNING THE PROCESS IN A SHARED GOVERNANCE ENVIRONMENT

Program Description

Do you have a system for evaluating administrators? Did you inherit it or can you say that it looks like you, talks like you, and reflects your institution's philosophy and culture?

In this session, participants will consider: general guidelines for developing an evaluation system, its philosophical basis, legal issues, strategies for the design, and techniques for resolving issues related to confidentiality while safeguarding the value of diversity in management styles. Board representatives will discuss how the administrator evaluation system has assisted in the implementation of a unique Administrator Achievement Award system.

Abstract

Assessment and evaluation are at the core of the work of any academic institution. The evaluation of administrators is a necessary part of the total assessment process since it greatly affects the teaching and learning which takes place there and ultimately finds its expression in student success.

Creating a system for evaluating administrators is a complex endeavor designed to reflect both the culture and barriers inherent in an institution. Careful planning, as well as commitment to designing a system collaboratively, ensures that the process will work well for a number of years. Foothill College, De Anza College and San Jose City College will present successful systems for the design, as well as the implementation of a successful administrator evaluation process. Leadership for the success is shared throughout the institution--the faculty union, faculty senate, administration, and the board of trustees.

Developing priorities is an important first step in designing an administrator evaluation system. Sharon Miller, Bernadine Fong, Sandra Acebo and Martha Kanter will share helpful guidelines that should assist those who are beginning the journey. Mary Mason will provide information regarding the Board perspective.

When developing an administrator evaluation, the first and most frequently asked questions reflect concern regarding the policy and procedures governing the evaluation of administrators. Martha Kanter and Sharon Miller will offer suggestions for writing the policy and procedures.

As in all evaluation plans, there are many legal issues that must be confronted. All panel participants will present various issues they have confronted, for example, inconsistent treatment, ambiguity in the language, district and personal liability.

Mary Mason will present the perspective of the Board of Trustees in the design and the importance of an effective administrator evaluation process. In addition, she will present a unique program implemented at Foothill-De Anza, the Administrator Achievement Award, and its relationship and reliance on the evaluation process.

In summary, an effective evaluation process assists the individual whose work is assessed, and the College as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes. The process should encourage team building and lead to the improvement of the institution as a whole.

SUGGESTIONS AND GUIDELINES FOR DEVELOPING AN ADMINISTRATOR EVALUATION SYSTEM

by

D. Sharon Miller, Phd.

Assessment and evaluation are at the core of the work of any academic institution. The evaluation of administrators is a necessary part of the total assessment process since it greatly affects the teaching and learning which takes place there and ultimately finds its expression in student success.

Creating a system for evaluating administrators is a complex endeavor designed to reflect the culture while confronting the barriers inherent in an institution. Careful planning, as well as commitment to designing a system collaboratively, ensures that the process will work well for a number of years.

Developing priorities is an important first step in designing an administrator evaluation system. The following guidelines should assist those who are beginning the journey:

- Determine if there is a genuine need for evaluating administrators
- Formulate a task force that is based on expertise and is representative of the various constituencies
- Conduct a literature search and gather information on current evaluation practices of comparable institutions
- Discuss the value of evaluation with administrators, faculty and staff
- Acquire commitment and support of top administration
- Consult legal representatives throughout the process
- Acknowledge and communicate the limitations of the system
- Determine a theoretical framework and philosophy for evaluation
- Define the purpose for instituting an evaluation system
- Be practical, that is, design a process that can be accomplished
- Conduct a pilot test of the evaluation plan
- Ensure that each administrator to be evaluated has a clearly written position description
- Design the evaluation program to be compatible with the mission and goals of the College
- Plan a time frame for periodically reviewing the evaluation program

When discussing an administrator evaluation system, the first and most frequently asked questions reflect concern regarding the policy and procedures governing the evaluation of administrators. We recommend the following guidelines for writing the policy and procedures:

- Be precise
- Be designed in consideration of the College's mission

- Provide a clearly outlined timetable for all aspects of the evaluation process
- Require that evaluation be continuous rather than periodic
- Insure evaluation process reflects unique aspects of individual administrator's responsibilities
- Convey the confidentiality of evaluation results
- Indicate how evaluation results are to be used
- Provide that administrators be given a copy of their evaluation with an opportunity to respond
- Provide adequate protection for due process, including a means to appeal or grieve the results of the evaluation
- Ensure that the results of the evaluation are used to establish an individual growth and development plan
- Include a requirement for evaluation process to be reviewed and analyzed in terms of fairness and reliability

As in all evaluation plans, there are many legal issues that must be confronted. Careful attention to the following legal issues, as well as, review with appropriate legal counsel should occur.

Examples of legal issues are as follows:

- District and personal liability
- Confidentiality and anonymity
- Ambiguity in the language
- Inconsistent treatment
- Use of anonymous, unverified opinion
- Use of interviewing as an evaluation technique
- Storage of evaluation materials
- Relationship of contract to the evaluation process

In summary, an effective evaluation process assists the individual whose work is assessed, and the College as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes. The process should encourage team building and lead to the improvement of the institution as a whole.

DeAnza College

DEVELOPING AN EVALUATION SYSTEM: PRIORITIES

- DETERMINE IF THERE IS A GENUINE NEED FOR EVALUATING ADMINISTRATORS
- FORMULATE A TASK FORCE
- CONDUCT LITERATURE RESEARCH AND GATHER INFORMATION ON CURRENT EVALUATION PRACTICES OF COMPARABLE INSTITUTIONS
- DISCUSS THE VALUE OF EVALUATION WITH ADMINISTRATORS
- ACQUIRE COMMITMENT AND SUPPORT OF UPPER ADMINISTRATION
- OBTAIN BROAD PARTICIPATION IN DEVELOPMENT OF THE SYSTEM TO INCLUDE THOSE WHO WILL BE EVALUATED AND THEIR SUPERVISORS
- CONSULT LEGAL REPRESENTATIVES
- ACKNOWLEDGE AND COMMUNICATE THE LIMITATIONS OF THE SYSTEM
- CONDUCT A PILOT TEST OF THE EVALUATION PLAN
- ENSURE THAT EACH ADMINISTRATOR TO BE EVALUATED HAS A CLEARLY WRITTEN POSITION DESCRIPTION
- DESIGN THE EVALUATION PROGRAM TO BE COMPATIBLE WITH THE MISSION AND GOALS OF THE COLLEGE
- PLAN A TIME FRAME FOR PERIODICALLY REVIEWING THE EVALUATION PROGRAM

DeAnza College

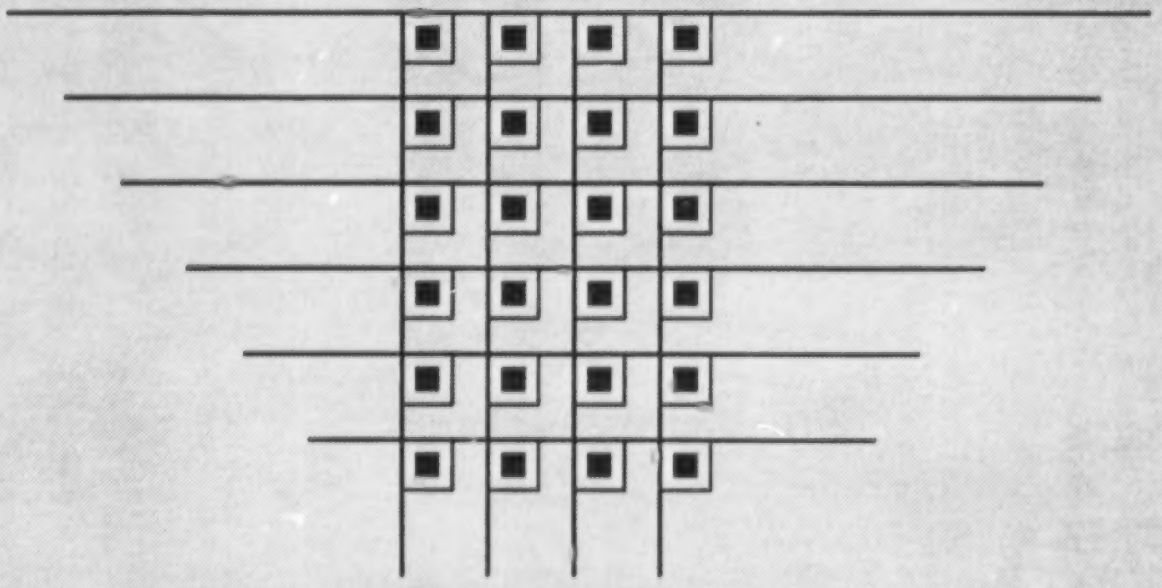
GUIDELINES FOR WRITING THE POLICY AND PROCEDURES GOVERNING THE EVALUATION OF ADMINISTRATORS

- BE PRECISE IN WRITING
- BE DESIGNED IN CONSIDERATION OF THE COLLEGE'S MISSION
- PROVIDE A CLEARLY OUTLINED TIMETABLE FOR ALL ASPECTS OF THE EVALUATION PROCESS
- REQUIRE THAT EVALUATION BE CONTINUOUS RATHER THAN PERIODIC
- INSURE EVALUATION PROCESS REFLECTS UNIQUE ASPECTS OF INDIVIDUAL MANAGER'S RESPONSIBILITIES
- CONVEY THE CONFIDENTIALITY OF EVALUATION RESULTS
- INDICATE HOW EVALUATION RESULTS ARE TO BE USED
- PROVIDE THAT ADMINISTRATORS BE GIVEN A COPY OF THEIR EVALUATION WITH AN OPPORTUNITY TO RESPOND
- PROVIDE ADEQUATE PROTECTION FOR DUE PROCESS, INCLUDING A MEANS TO APPEAL OR GRIEVE THE RESULTS OF THE EVALUATION
- ENSURE THAT THE RESULTS OF THE EVALUATION ARE USED TO ESTABLISH AN INDIVIDUAL GROWTH / DEVELOPMENT PLAN
- INCLUDE A REQUIREMENT FOR EVALUATION PROCESS TO BE REVIEWED AND ANALYZED IN TERMS OF FAIRNESS AND RELIABILITY

LEGAL ISSUES IN EVALUATING ADMINISTRATORS

- Evaluation and shared governance -- intent
- Privacy -- an "inalienable right"
- Need for Confidentiality
  (Consider making a breach of confidentiality the basis for disciplinary action)
- Use of anonymous, unverified opinion
  (as summarized by a liaison)
- Concern about faculty or staff entertaining complaints against administrators
- District and Personal Liability
- Interviewing issues
- Storing of evaluation materials
- Ambiguity in the language
- Inconsistent treatment
- Existing contracts in relationship to the new procedure
- Workload issues

ADMINISTRATOR EVALUATION PROCESS AND PROCEDURES



DeAnza College

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EVALUATION OF ADMINISTRATORS AT DE ANZA COLLEGE

PHILOSOPHY

Assessment and evaluation are at the core of the work of any academic institution. The evaluation of administrators is a necessary part of the total assessment process since it greatly affects the teaching and learning which takes place there and ultimately finds its expression in student success. The process of evaluation at De Anza College reflects the following philosophical principles and values.

The College evaluates administrative effectiveness in order to recognize and improve the work of its personnel and the total effectiveness of the institution.

The process of evaluation will pave the way for the professional development of the individual administrator. Both the individual being evaluated and those responsible for facilitating the evaluation are to be held accountable in this endeavor. The self evaluation of the administrator and the summary evaluation of the supervisor and committee are, therefore, equally important in fostering good job performance and setting standards for development.

The process of evaluation, as a continued commitment to shared governance, is collegial, and involves the participation of individuals from all groups who work with the administrator.

As institutional needs change and evolve, the skills of the administrator should reflect those changes.

The process of evaluation will support and encourage long-range planning, and will recognize successful performance, administrative skills and abilities. The evaluation process will encourage and support innovation and risk taking that aim to enhance institutional programs and goals.

PURPOSE

The evaluation process at De Anza assists the individual whose work is assessed, and the College as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes. The process encourages team building and leads to the improvement of the institution as a whole.

Clear and current position descriptions and role definitions for administrators will be the basis for effective evaluations. Each evaluation process will be tailored to the individual position to the extent possible and conducted for the following primary purposes:

1. to guide professional development for the administrator;
2. to recognize and enhance the effectiveness and productivity of the administrator;
3. to make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator,
4. to develop plans for improvement and innovation;
5. to assist in determination of retention and promotion.

THEORETICAL FRAMEWORK

The proposed administrator evaluation system is based on a conceptual framework which reflects organizational theories proposed by Bolman and Deal in Modern Approaches to Understanding and Managing Organizations, and Roueche and Baker in Access and Excellence and Shared Vision.

Specifically, we drew from approaches to the situational leadership, as well as the transformational leadership, by Roueche and Baker and attended to their basic categories of "Sense of Direction, Structure for Implementation, Sense of Personal Commitment, Vision, Influence Orientation, People Orientation, Motivational Orientation, and Values Orientation".

Bolman and Deal provided us with a different, but related view of the categories for evaluating administrators. We found the four frames included in their system particularly salient and attempted to recognize the value of each to our proposed process, including sections where the evaluation of the structural, human resource, political, and symbolic frames will surface.

More important, we appreciate their reminder that the ideal leader administers her or his work unit by *integrating* frames effectively and by recognizing the importance of flexibility and adaptability in a leader. The most effective administrators they suggest, draw on whichever frames suit the needs of the administrative "moment."

To some extent, then, this evaluation process should not measure discrete categories. Rather it must focus on an integrated and qualitative assessment of each administrator's values, skills, attitudes, abilities, and attributes, recognizing, as do these theorists, the importance of individuality and adaptability.

PROCESS FOR IMPLEMENTING
ADMINISTRATIVE EVALUATIONS/COMMITTEE MODEL

OVERVIEW:

COMMITTEE PROCESS

1. Administrators needing to be evaluated are identified by De Anza Human Resources Office.
2. Supervisor, in consultation with Administrator to be evaluated, determines evaluation committee.
3. Committee agrees on responsibilities of individuals on committee.
4. Committee meets with administrator and plans process for gathering of information, data, and responses to evaluation instrument.
5. Each representative on the committee explains the process to individuals in his/her target group, distributes questionnaires, gathers and summarizes responses, and interprets the data to whatever extent possible.
6. Simultaneously, the administrator being evaluated prepares a draft of her/his self evaluation.
7. Committee meets without administrator to discuss summary information and a draft of the self-evaluation.
8. Chair of the committee (supervisor) prepares final summary.
9. Supervisor prepares final report; administrator prepares final self-evaluation.
10. Committee reviews final report and self-evaluation with administrator.
11. Both of these items are then sent to the highest level administrator in the service unit's reporting line and from there to be forwarded to the president.

COMMITTEE MODEL:

COMPOSITION OF COMMITTEES

The Evaluation Committee shall be convened and chaired by the individual to whom the administrator reports. The chair, in consultation with the administrator being evaluated, will discuss the appropriateness of the committee composition; a minimum of three levels will be included on the Evaluation Committee, that is, one who supervises the administrator, a peer administrator, and one who is supervised by the administrator. All committees evaluating administrators who are involved in instruction must include a member(s) of the faculty. Faculty members shall be appointed by the Academic Senate, classified members by CSEA, and student representatives by DASB. Where deemed appropriate, the individuai being evaluated may also request the inclusion of person(s) outside the campus community. The committee chair shall approve or disapprove the request.

ROLE OF EVALUATION COMMITTEE

The Evaluation Committee shall meet with the administrator to develop a broad-based, sufficiently large and representative group of potential respondents familiar with the work of the administrator. The Committee shall review and analyze the information it has gathered and then meet with the administrator to discuss the draft of the report. If the administrator chooses to re-write a self-evaluation, the Committee may write a response to that self-evaluation.

NATURE OF RESPONDENT GROUPS

The Evaluation Committee shall work with the administrator to develop a broad-based, sufficiently large and representative group of potential responders who are familiar with the work of the administrator. Responses shall be actively sought from students, faculty, and classified staff, as well as other administrators.

RESPONSIBILITY OF PARTICIPANTS

All participants in the process of administrative evaluation are to respect the confidentiality of the process; this respect extends especially to prohibiting the use of any information or evaluation from the administrative review without the consent of the administrator being evaluated. Moreover, all participants are to be informed that the growth and development of the administrator being reviewed is the primary objective of all evaluation.

CONFIDENTIALITY/ANONYMITY

Confidentiality is defined as the right of individuals who provide information and assessment to an Evaluation Committee, not to be required to identify themselves. It is the responsibility of the Committee to ensure that the confidentiality of all respondents is maintained throughout the entire process. Under no circumstances (except legal mandate) will anyone other than members of the review committee be allowed to examine raw data in questionnaires, letters or interviews.

Anonymity is the use of information from sources who do not identify themselves to the Evaluation Committee.

INTERVIEWING PROCEDURES

Interviews may be conducted for the purpose of clarifying information in questionnaires and for obtaining a more in-depth assessment of the performance of the administrator. At least two members of the Committee shall be present at each interview. Members of the Committee shall ensure that fairness is achieved in each interview.

SELF EVALUATIONS

The administrator being reviewed shall prepare a self-evaluation of performance covering each of the evaluation categories (Communication, Leadership, Management Skills, Professional Service and Development, Human Relations and Work Unit Effectiveness) for the review period. The self evaluation shall be written from the perspective of assigned duties and responsibilities.

The development of the self evaluation is an interactive process. The administrator shall meet with the Committee to discuss the written self-evaluation. The administrator shall meet with the Committee at least once more toward the end of the review process to discuss the content of the final report, and after this discussion the administrator shall have the opportunity to re-write a self-evaluation and discuss this revision with the Committee. In any case, the final self evaluation ought to include some definite plan for growth and development that can be evaluated when the administrator is next reviewed.

PRESENTATION OF FINAL REPORT

The final report shall be written by the Committee Chair and shall be shared and discussed with the administrator along with the administrator's final written self evaluation. The final report shall be sent to the highest level administrator in the service unit's reporting line and from there to be forwarded to the president.

PROCESS FOR IMPLEMENTING ADMINISTRATIVE EVALUATIONS/SUPERVISOR MODEL

OVERVIEW:

SUPERVISOR PROCESS

1. Administrators needing to be evaluated are identified by De Anza Human Resources Office.
2. Supervisor, in consultation with Administrator to be evaluated, plan process for gathering of information, data, and responses to evaluation instrument.
3. Supervisor explains the process to individuals in the target groups, distributes questionnaires, gathers and summarizes responses, and interprets the data.
4. Simultaneously, the administrator being evaluated prepares a draft of her/his self-evaluation.
5. Supervisor summarizes information and the self-evaluation draft.
6. Supervisor discusses final report draft with administrator.
7. Supervisor prepares final report; administrator prepares final self-evaluation.
8. Both of these items along with the raw data are then sent to the highest level administrator in the service unit's reporting line and from there to be forwarded to the president.
9. If the evaluation is to be used for consideration of an Administrator Achievement Award, all original questionnaires must accompany the supervisor report and the self evaluation.

SUPERVISOR MODEL

The supervisor in consultation with the administrator being evaluated shall develop a broad-based, sufficiently large and representative group of potential responders who are familiar with the work of the administrator. Responses shall be actively sought, as appropriate, from students, faculty, classified staff and other administrators. The supervisor will be responsible for collecting, interpreting and summarizing responses.

NATURE OF RESPONDENT GROUPS

The supervisor shall work with the administrator to develop a broad-based, sufficiently large and representative group of potential responders who are familiar with the work of the administrator. Responses shall be actively sought from students, faculty, and classified staff, as well as other administrators.

RESPONSIBILITY OF PARTICIPANTS

All participants in the process of an administrative evaluation are to respect the confidentiality of the process; this respect extends especially to prohibiting the use of any information or evaluation from the administrative review without the consent of the administrator being evaluated. Moreover, all participants are to be informed that the growth and development of the administrator being reviewed is the primary objective of all evaluations.

CONFIDENTIALITY/ANONYMITY

Confidentiality is defined as the right of individuals who provide information and assessment to the supervisor, not to be required to identify themselves. It is the responsibility of the supervisor to ensure that the anonymity of all respondents is maintained throughout the entire process.

Anonymity is the use of information from sources who do not identify themselves to the supervisor. Respondents will have the option of signing the questionnaire.

INTERVIEWING PROCEDURES

Interviews may be conducted for the purpose of clarifying information in questionnaires and for obtaining a more in-depth assessment of the performance of the administrator. The supervisor shall ensure that fairness is achieved in each interview.

SELF-EVALUATIONS

The administrator to be reviewed shall prepare a self-evaluation of performance, covering each of the evaluation categories (Communication, Leadership, Management Skills, Professional Service and Development, Human Relations and Work Unit Effectiveness) for the review period. The self evaluation shall be written from the perspective of assigned duties and responsibilities.

The administrator shall meet with the supervisor to discuss the written self-evaluation. The administrator shall meet with the supervisor at least once more toward the end of the review process to discuss the content of the final report, and after this discussion the administrator shall have the opportunity to re-write a self-evaluation and discuss this revision with the supervisor. In any case, the final self evaluation ought to include some definite plan for growth and development that can be evaluated when the administrator is next reviewed.

PRESENTATION OF FINAL REPORT

The final report shall be written by the supervisor and shall be shared and discussed with the administrator. Along with the administrator's final written evaluation, the final report and the accompanying raw data shall be sent to the highest level administrator in the service unit's reporting line and from there to be forwarded to the president.

COVER LETTER ADMINISTRATIVE REVIEW

To: Participants in Administrative Review

From:

Subject: Evaluation of

Dear Colleague:

The evaluation process at De Anza assists the individual whose work is assessed, and the College as a whole. It causes individuals involved in the process to consider institutional priorities and values, to discuss the relationship between policies and actions, and to clarify and define leadership attributes. The process encourages team building and leads to the improvement of the institution as a whole. The purposes of this review are as follows:

1. to guide professional development for the administrator;
2. to recognize and enhance the effectiveness and productivity of the administrator;
3. to make the administrator and the supervisor aware of the perceptions of those who work directly with the administrator;
4. to develop plans for improvement and innovation; and
5. to assist in determination of retention and promotion;

As someone closely associated with the administrator, you have been selected to receive the attached questionnaire. Please read each skill description carefully, then write a narrative evaluation of performance, including examples to support your response and specific recommendations for development. If you are unable to assess the skill in question or have no data upon which to make an assessment, please mark "Not Observed."

Be assured that confidentiality will be observed throughout the process; no individual responses will be shown to the administrator being evaluated. Only the committee (supervisor) will see these data.

Please return the completed questionnaire by _____(date)

to _____(supervisor)

Signature_____ Date_____

____I do not know the work of this administrator well enough to participate in this review.

I. COMMUNICATION SKILLS - *An individual with strong communication skills regularly exhibits the ability to inform and persuade others in oral and written communication, is clear and forthright, avoids stereotyping, listens well and is receptive to the ideas and differences of others, encourages dialogue, and exhibits respect for and sensitivity to people regardless of race, culture, ethnicity, sexual preference, age, religion, or physical limitation.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary.

NARRATIVE SUMMARY:

RECOMMENDATIONS FOR DEVELOPMENT:

In support of your narration, place an "x" on each continuum below to reflect your assessment of this individual's performance in each area:

Writing skills: To what extent does this administrator communicate with clarity and persuasiveness in written messages?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
____	_____	_____	_____

Speaking Skills: To what extent does this administrator communicate with clarity and persuasiveness in oral messages and in non-verbal behaviors?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Listening and Receptivity Skills: To what extent is this an open individual who listens carefully, is receptive to others, and incorporates the shared ideas of other members of the college community?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Encourages Dialogue and Understanding: To what extent does this administrator exhibit respect for others and demonstrate ability to encourage dialogue in situations involving a diversity of individuals?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

II. LEADERSHIP - *An individual with strong leadership skills exhibits vision, motivates and directs the efforts of others, exhibits creativity and takes initiative in building that vision while maintaining credibility, makes decisions based upon sound judgment, and considers implications and alternatives.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary.

NARRATIVE SUMMARY

RECOMMENDATIONS FOR DEVELOPMENT:

Vision and Motivation: To what extent does this administrator exhibit a highly developed sense of vision and innovation while being receptive to the innovative capacities of others?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator inspire others within the institution?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator motivate the work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment etc.?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Direction and Problem Solving: To what extent does this administrator provide cohesive direction of others efforts?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator participate in creative problem solving, making decisions based upon perceptive evaluation and appropriate institutional research.

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator consistently encourage collaboration among work units and reduce unproductive competition to reach institutional goals?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

III. HUMAN RELATIONS - *An individual with strong human relation skills inspires the confidence of others, creates opportunities for broad-based collaboration, supports collegial processes that produce a team environment, is diplomatic, creates and maintains positive/productive relationships through sensitive supportive attitude.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary.

NARRATIVE SUMMARY:

RECOMMENDATIONS FOR DEVELOPMENT:

Team Building/Collegiality: To what extent does this administrator provide for broad-based collaboration which results in effective planning and decision making?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Productive Relationships: To what extent does this administrator demonstrate effectiveness and diplomacy in working well with others and in maintaining positive productive relationships?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Sensitivity and Supportive Attitude: To what extent does this administrator demonstrate sensitivity to the needs and abilities of others and exemplify a supportive attitude?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	____	_____

To what extent is this administrator able to give firm direction when needed?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

IV. PROFESSIONAL KNOWLEDGE AND EXPERTISE - *An individual with strong commitment to professional service and development has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises, participates in professional and service organizations and activities at the local, state, and national level, utilizes professional contacts as a resource for program improvement and enhancement, and has a specific plan for continuing professional growth.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary

NARRATIVE SUMMARY:

RECOMMENDATIONS FOR DEVELOPMENT:

Professional knowledge and expertise: To what extent does this administrator possess an understanding of the discipline and/or service area and is recognized as an expert in the field?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Community and Professional Service - To what extent does this administrator exhibit a leadership role in campus committees and task groups?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator exhibit a leadership role in community outreach or civic programs?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Professional Growth: To what extent is this administrator self-directed toward a well-integrated plan for professional development?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

V. MANAGEMENT SKILLS - *An individual with strong management skills plans, organizes, and operates work units effectively in accord with current institutional plans and goal; sets priorities clearly and integrates them effectively; identifies and develops human resources/institutional strategies to serve student needs.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary.

NARRATIVE SUMMARY:

RECOMMENDATIONS FOR DEVELOPMENT:

Planning/Organization: To what extent does this administrator plans and organize work units effectively to correlate with current institutional plans/goals?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Priority Setting/Action: To what extent does this administrator set priorities clearly and integrate priority setting with action on the basis of the importance of the issue?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

Effective Operation of Work Units: To what extent does this individual identify and develop human resources and institutional strategies for serving student needs?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

VI. WORK UNIT EVALUATION - *This section considers the unique affect the administrator has on the work group/unit and evaluates him/her in that context.*

Provide a narrative evaluation of job performance. Then describe specific objectives for future performance. Use extra sheet of paper if necessary

NARRATIVE SUMMARY:

RECOMMENDATIONS FOR DEVELOPMENT:

To what extent does this administrator have a highly developed system to measure and present the success of his/her work group?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent does this administrator work together with his /her work group to analyze regularly the delivery of services/programs to students. To what extent are pro-active steps taken to continue improving that delivery and to what extent are reactive steps taken to improve services based upon student complaints or changing needs?

Above Expectation	*At Expectation*	*Below Expectation*	*Not Observed*
_____	_____	_____	_____

To what extent has this administrator worked jointly with his/her work group to establish a work unit plan or direction which shares accountability?

*Above Expectation*___	*At Expectation*	*Below Expectation*	*Not Observed*
--	_____	_____	_____

FOOTHILL COLLEGE

THE FOOTHILL COLLEGE MANAGEMENT EVALUATION PROCESS, WHICH INCLUDES OBTAINING FEEDBACK FROM SUBORDINATES, HAS BEEN IN PLACE SINCE 1980. THE CURRENT PROCESS IS AN ELABORATION OF THE FIRST AND WAS NOT IMPLEMENTED UNTIL 1993. THE CURRENT PROCESS IS TWO-TIERED AND INCLUDES THE SUPERVISOR'S EVALUATION AND A COMPREHENSIVE (GROUP) EVALUATION.

SOME PROVEN WORKABLE SOLUTIONS FOR ADMINISTRATIVE EVALUATION

• USE THE GROUP EVALUATION PROCESS PRIMARILY FOR FORMATIVE EVALUATIONS AND CONDUCTED IN TWO OR THREE-YEAR EVALUATION CYCLES	• USE HISTOGRAMS AS A MEANS TO GRAPHICALLY DEMONSTRATE TO THE ADMINISTRATOR THE AREAS OF STRENGTHS AND WEAKNESSES
• BE CLEAR TO THE REPRESENTATIVES OF EACH CONSTITUENCY THAT THE GROUP APPROACH IS TO PROVIDE FEEDBACK AND FACILITATE CHANGE AS NEEDED	• HAVE ADMINISTRATOR NOT ONLY DO A SELF-EVALUATION NARRATIVE, BUT ALSO COMPLETE THE SAME FORM USED BY THE CONSTITUENTS TO COMPARE SELF-PERCEPTION WITH PERCEPTION OF CONSTITUENTS
• AVOID A "POPULARITY CONTEST" BY BEING CLEAR THAT ANY RETENTION, DISCIPLINARY, OR TERMINATION RECOMMENDATION BASED ON AN ADMINISTRATOR'S PERFORMANCE IS ONLY MADE BY THE SUPERVISOR ON THE BASIS OF A SUMMATIVE EVALUATION	• REMEMBER THE ONGOING GOAL IS TO IMPROVE ADMINISTRATIVE PERFORMANCE
• USE THE GROUP FINDINGS TO VALIDATE THE SUPERVISOR'S ASSESSMENT AND VICE-VERSA	• USE TECHNIQUES WHICH WILL INCREASE THE ADMINISTRATOR'S ACCEPTANCE OF THE EVALUATION RESULTS AND REDUCE DEFENSIVENESS
• USE THE DEVELOPMENT PLAN AS A MEANS FOR THE ADMINISTRATOR, ALONG WITH THE SUPERVISOR, TO ADDRESS STRENGTHS AND WEAKNESSES IDENTIFIED IN THE EVALUATION PROCESS	• PRESERVE ANONYMITY OF RESPONDENTS TO INSURE HONEST AND CANDID RESPONSES BY HAVING COMMITTEE REPRESENTATIVES WET SIGN EACH FORM BEFORE DISTRIBUTION

• USE THE DEVELOPMENT PLAN AS BASIS FOR SUBSEQUENT EVALUATIONS AND AS A MEANS TO COMMUNICATE TO THE CONSTITUENT GROUPS, THE GENERAL OUTCOME OF THE EVALUATION WITHOUT VIOLATING CONFIDENTIALITY FOR THE ADMINISTRATOR OR THE CONSTITUENTS	• CLARIFY WITH CONSTITUENT GROUPS THAT EACH FORM IS A CONFIDENTIAL EVALUATION OF THE ADMINISTRATOR AND SHOULD NOT BE CONFUSED WITH A SURVEY FORM FROM WHICH RESULTS ARE USUALLY PUBLISHED
• ALERT CONSTITUENT GROUPS THAT THE EVALUATION PROCESS IS THE PRIMARY VEHICLE TO COMMUNICATE ABOUT A SUPERVISOR'S PERFORMANCE, AND CONCERNS VOICED OUTSIDE OF THE EVALUATION PROCESS ARE NOT AS LIKELY TO PRODUCE RESULTS	• USE THE EVALUATION PROCESS AS THE ONLY OFFICIAL ASSESSMENT OF PERFORMANCE AND KEEP GOSSIP AND HEARSAY TO A MINIMUM

THE MANAGEMENT EVALUATION PROCESS

The Foothill College Management Evaluation Process was developed over a five-year period beginning in 1987. Many different faculty, staff, and managers participated in this development, which was coordinated by Elizabeth Barkley. Grateful acknowledgement is due to the many different individuals who provided feedback on the eight different drafts of the process, as well as to the Management Evaluation Review Committee, the Academic Senate Management Evaluation Committee, the Classified Senate, and Sharon Miller and Judith Espinola and the people who worked with them in the development of the De Anza Administrative Evaluation Process.

Foothill College
Los Altos Hills
Fall, 1992

FOOTHILL COLLEGE MANAGEMENT EVALUATION PROCESS

Mission Statement

Evaluations are the primary tool for assessing the effectiveness and excellence of a manager. A management evaluation has six principal goals:

1) to give a manager critical feedback to maximize professional development;
2) to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the manager;
3) to make the manager and the supervisor aware of the perceptions of those who work directly with the manager;
4) to help the manager develop plans for improvement and innovation;
5) to assist in the determination of a manager's retention and, where appropriate, recommendation for awards and special recognition; and
6) to recognize and commend a manager for good work.

To be most effective, it is very important that Foothill's evaluation process:

1) reflect a commitment to shared governance as demonstrated by participation by all groups of individuals who work for or with the manager;
2) be a responsible and confidential process that protects the rights and privacy of the manager and the evaluation committee as well as the rights and privacy of those providing feedback;
3) result in a constructive and developmental evaluation designed to improve the performance of the manager;
4) demonstrate a commitment to the mission, goals, institutional values, and policies of the District and College;
5) encourage innovation and creativity, and short and long range planning; and
6) provide evidence and recognition of effective leadership; and
7) recognize outstanding performance, productivity and contributions to the College and District.

Overview of Management Evaluation Process

The management evaluation process is two-tiered:

a) **Supervisor's Evaluation**: Managers shall be evaluated by their immediate supervisor on an annual basis. The evaluation will result in a written summary that will include both an assessment of work performance and a "Development Plan."

b) **Comprehensive Evaluation**: Managers shall write a self-evaluation and be evaluated by subordinates, peers, and the immediate supervisor on a revolving calendar. Probationary managers shall be evaluated annually for the first two years of service to the College. Continuing managers shall be evaluated every three years and, where possible and appropriate, this evaluation shall coincide with the manager's application for an Administrative Achievement Award. (The calendar for these evaluations will be published and available in a central location, and every effort will be made to adhere to this calendar.)

Specifics of Management Evaluation Process

SUPERVISOR'S EVALUATION

This evaluation shall be done by the manager's immediate supervisor on an annual basis. It can be fairly brief, but should include a discussion of the specific accomplishments and the performance strengths and weaknesses of the individual during the preceding year.

The Supervisor's Evaluation may address any of the performance qualities identified in the comprehensive evaluation, as well as those characteristics that may be more readily observed from the supervisorial perspective. Examples of performance attributes that may be addressed include, but are not limited, to:

* Promptness, thoughtfulness, and accuracy in providing requested information (e.g., FTE requests, budget worksheets, class schedule, etc.).
* Demonstrated ability to work in a positive and effective manner with subordinates, peers, and superiors.
* Demonstrated understanding and ability to responsibly and effectively deal with fiscal matters.
* Willing acceptance of additional assignments.
* Development of both short- and long-range plans.
* Maintenance of productivity, student enrollment, etc.
* Participation in public relations activities (attending ceremonies and special events, serving on community boards, etc.).
* Analysis of the impact of particular changes on the future of his/her area of responsibility.
* Professional and thoughtful selection, orientation, training, and evaluation of area personnel.

In addition to the evaluation of performance, the evaluation shall include a "Development Plan." This plan will be generated by the supervisor and the manager and will include the specific objectives and actions both feel will facilitate growth and help the manager improve performance for the following year. How well these objectives are met will then be the basis for the next annual performance evaluation. The supervisor will discuss the evaluation with the manager, and give the manager an opportunity to respond to the evaluation.

COMPREHENSIVE EVALUATION

Composition of Appraisal Team This team shall consist of the following:

a) A Chairperson. This shall be the manager's immediate supervisor, although a designee may be appointed by the President.

b) A Peer: This individual shall be selected by the Chairperson in consultation with the manager. (For those management levels in which there are not true "peers," e.g., the President, an appropriate level manager will serve in this capacity.)

c) Subordinates: Two people who report directly to the manager shall serve on the team representing the perspective of the manager's subordinates. Whenever possible, these two people will be selected from people who report directly to the manager, and will consist of one appropriate faculty member and one appropriate classified staff, with care being given to ensuring that the different constituencies are represented. One of the people shall be selected by the Chairperson in consultation with the manager. Faculty representatives shall be confirmed by the Academic Senate, classified representatives shall be confirmed by the Classified Senate.

Evaluation Documents:

a) Manager's Self-Evaluation Survey

b) Peer Evaluation Survey

c) Subordinate Evaluation Survey

d) Job Description

Management Comprehensive Evaluation Process

1) Appraisal Team Appointed by Chairperson in consultation with the manager.

2) Initial meeting of Appraisal Team: *At this meeting, committee members agree on responsibilities of individuals on committee and plan process for gathering of information, data, and responses to evaluation surveys.*

3) Committee Members Gather Data: *Each representative on the committee explains the process to individuals in his/her target group, distributes peer or subordinate surveys, gathers and summarizes responses, and interprets the data to whatever extent possible. The data gathered will be anonymous to ensure frankness and honesty, but it is the responsibility of the committee member gathering the data to ensure the integrity and reliability of the data. It is the Chairperson's responsibility to assess the validity of unsubstantiated and unsigned negative comments and balance negative and positive feedback so that the evaluation is truly accurate, representative, and constructive.*

   Peer Evaluation Survey: Completed by Peer Representative on the Appraisal Team. The representative may survey all peers the committee feels are appropriate.

   Subordinate Evaluation Survey: All contracted staff directly supervised by the manager, or other subordinates selected at the discretion of the committee who may have direct information about the manager's performance (or who can provide an "at-large" perspective) shall be given the opportunity to respond to the survey. Non-contracted staff may be surveyed at the discretion of the committee.

4) Follow-up Meeting of Chairperson and Committee: *Committee meets without manager to discuss summary information.*

5) Committee Chairperson Meets With Manager: *The purpose of this meeting is to review the data gathered by the committee. It is intended to give the Chairperson an opportunity to acquire necessary clarification and give the manager an opportunity to ask questions and to respond to negative feedback with additional information.*

6) Manager Prepares Self-Evaluation: *The manager being evaluated prepares a draft of her/his self-evaluation and submits it to the Chairperson. The draft of the self-evaluation may be written prior to Step 4 and submitted as one of the data to be discussed in the follow-up meeting of the chairperson and committee.*

7) Chairperson Writes Draft Summary Evaluation: *The supervisor prepares a draft of the summary evaluation and gives it to the manager being evaluated. The manager may write a response to the evaluation which will be included as part of the evaluation.*

8) Supervisor Writes Final Summary Evaluation and Manager Writes Final Self-Evaluation.

9) Summary Evaluation Forwarded: *Summary evaluation, along with manager's response, if any, is sent to the highest level administrator in the service unit's reporting line and from there forwarded to the President.*

10) Summary Evaluation Placed in Personnel File

SELF-EVALUATION SURVEY

Foothill College Management Evaluation

Manager's Name_____

Management Position_____Evaluation Period_____

Self-evaluation is an important element in the evaluation process because it gives you an opportunity to list accomplishments and identify strengths and weaknesses that may not be included elsewhere in the evaluation. It is also an important component from which to develop goals and objectives for future growth. Please respond to the following questions:

1. In which area of your management responsibilities do you consider yourself strongest?

2. In which area of your management responsibilities do you consider yourself weakest?

3. What are some of the things you would most like to change about your administrative performance? Are there institutional barriers to your making these changes and if so, what are these barriers?

4. Within the constraints (if any) identified above, what can you do to implement each of these changes?

5. What can your institution or supervisor do to help you bring about these changes?

6. Compared to your management peers, how do you assess your performance?

7. What was your most important accomplishment as a manager in the years since your last comprehensive evaluation?

8. Give an over-all list of your accomplishments, activities, committee work, etc. since your last comprehensive evaluation.

Foothill College Management Evaluation

COVER LETTER FOR PEER EVALUATORS

To: Participants in Management Evaluation

FROM:_____
(Original Signature or Initial)

SUBJECT: Evaluation of_____

Dear Colleague,

The evaluation process at Foothill College is the primary tool for assessing the effectiveness and excellence of a manager. It has six principal goals:

1) to give a manager critical feedback to maximize professional development;
2) to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the manager;
3) to make the manager and the supervisor aware of the perceptions of those who work directly with the manager;
4) to help the manager develop plans for improvement and innovation;
5) to assist in the determination of a manager's retention and recommendation for the Administrative Achievement Award or other examples of professional recognition; and
6) to recognize and commend a manager for good work.

As one of the manager's peers, you have been selected to receive the attached survey. Please read each statement carefully, and then circle the response that best reflects your assessment of the manager's performance in that area. A narrative portion is included at the end of the survey for you to include examples to support your responses and for you to give specific recommendations for development if you wish. If you are unable to assess the performance in question or have no data upon which to make an assessment, mark "Not Observed."

You have the option of signing the survey. Be assured that confidentiality will be observed throughout the process; no individual responses will be shown to the manager being evaluated. Only the committee will see these data.

Please return the completed survey by _____(date)

to_____.

_____I do not know the work of this manager well enough to participate in this review.

Signature_____Date_____

Foothill College Management Evaluation

PEER-EVALUATION SURVEY

Manager's Name_____

Management Position_____Evaluation Period_____

General

This section focuses on the skills, behaviors, and characteristics that link all managers as a professional group. Excellent managers possess strong communication skills, leadership, human relations skills, professional knowledge and expertise, and effective administrative skills. ***(Since this form is being piloted this year, would you please indicate those questions that were confusing to you, or questions that you felt were inappropriate? Are there any questions that you think would have been useful that were not asked? Thank you.)***

Please assess the manager's performance in the following areas according to the following evaluation scale: 1 = Above Expectation; 2 = At Expectation; 3 = Below Expectation; 4 = Not Applicable; and 5 = Not Observed.

Communication Skills

1. The manager regularly exhibits the ability to inform and persuade others in oral communication.

   1 2 3 4 5

2. The manager regularly exhibits the ability to inform and persuade others in written communication.

   1 2 3 4 5

3. The manager effectively articulates the needs and goals of his/her area of responsibility.

   1 2 3 4 5

4. The manager is clear and forthright.

   1 2 3 4 5

5. The manager listens well and is receptive to the ideas of others.

   1 2 3 4 5

Leadership

6. The manager exhibits vision.

   1 2 3 4 5

7. The manager takes initiative in building that vision.

   1 2 3 4 5

8. The manager works hard to address and contain divisional/area problems.

1 2 3 4 5

9. The manager demands high standards through stated expectations and personal performance.

1 2 3 4 5

10. The manager has sound judgment and responds in an appropriate manner.

1 2 3 4 5

11. The manager has taken a leadership position in encouraging and enhancing cultural pluralism in his or her area of responsibility.

1 2 3 4 5

Human Relations

12. The manager maintains a professional and cooperative attitude in dealing with colleagues.

1 2 3 4 5

13. The manager provides for broad-based collaboration in area planning and decision making.

1 2 3 4 5

14. The manager demonstrates general sensitivity to the needs and abilities of others and exemplifies a supportive attitude.

1 2 3 4 5

15. The manager exhibits respect for and sensitivity to people regardless of race, culture, ethnicity, sexual preference, age, religion, or physical limitation.

1 2 3 4 5

16. The manager is able to give firm direction when needed.

1 2 3 4 5

17. The manager does an appropriate share of institutional service assignments (serves on special committees, assumes responsibility for projects, etc.).

1 2 3 4 5

Professional Knowledge and Expertise

18. The manager has in-depth knowledge or technical expertise in the area that he or she supervises.

1 2 3 4 5

19. The manager makes a positive contribution to assigned committees.

1 2 3 4 5

20. The manager maintains currency and quality of programs or products in area of responsibility.

1 2 3 4 5

21. The manager demonstrates understanding of fiscal and other relevant administrative issues.

1 2 3 4 5

22. The manager demonstrates understanding of College and District policies, plans, mission, etc.

1 2 3 4 5

23. The manager participates in professional and service organizations and activities at the local, state, and national level and utilizes professional contacts as a resource for program improvement and enhancement.

1 2 3 4 5

Management/Administrative Skills

24. The manager establishes work direction, setting priorities clearly, defining and breaking tasks into their components and assigning them appropriately.

1 2 3 4 5

25. The manager demonstrates tenacity and singleness of purpose when appropriate.

1 2 3 4 5

26. The manager is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises, and changing demands.

1 2 3 4 5

27. The manager is organized and effectively structures, prioritizes, delegates, arranges, and facilitates the accomplishment of tasks.

1 2 3 4 5

28. The manager identifies, utilizes, and develops human resources/institutional strategies to serve needs.

1 2 3 4 5

29. The manager's greatest strengths are:

30. The manager needs to improve on:

Job Specific

At Foothill, different types of managers have distinctly different responsibilities and duties. For example, one of the important duties of an Instructional Division Dean is to review curriculum trends, identify their implications upon the division's goals and objectives, and implement a plan for action. By way of contrast, one of the important duties of a Student Services Division Dean is to supervise student support services. And the responsibilities and duties for both types of Division Deans differ widely from those of the Food Services Manager. This section focuses on the skills, behaviors, and characteristics unique to the level and type of manager being evaluated. Sample questions for the specific positions were developed from various job descriptions and are included as Appendix A, although the managers in each area may wish to develop alternative questions in consultation with their supervisors. Furthermore, the Appraisal Team may develop additional or alternative questions relevant to the specific position at their initial meeting.

Example for Instructional Division Deans:

a. The manager keeps abreast of changes in student/community needs and develops new curriculum and programs to respond to these needs.

1 2 3 4 5

Optional Individual Specific

A manager may ask for feedback on issues that are relevant to that particular manager at that particular point in time.

Example: In my previous evaluation, several of you commented that I did not speak up frequently enough at management meetings. Since that evaluation, I have attempted to improve in this area. How would you now rate my performance in that area?

No Improvement	Some Improvement	Substantial Improvement	Now You Talk Too Much

OPTIONAL NARRATIVE SUMMARY AND RECOMMENDATIONS FOR DEVELOPMENT:

Signature (Optional)_____Date_____

Foothill College Management Evaluation

COVER LETTER FOR SUBORDINATE EVALUATION

To: Participants in Management Evaluation

FROM:_____
(Original Signature or Initials)

SUBJECT: Evaluation of_____

Dear Colleague,

The evaluation process at Foothill College is the primary tool for assessing the effectiveness and excellence of a manager. It has six principal goals:

1) to give a manager critical feedback to maximize personal and professional development;
2) to give the institution criteria by which to recognize and enhance the effectiveness and productivity of the manager;
3) to make the manager and the supervisor aware of the perceptions of those who work directly with the manager;
4) to help the manager develop plans for improvement and innovation;
5) to assist in the determination of a manager's retention and recommendation for awards and special recognition; and
6) to recognize and commend a manager for good work.

As someone who works under the supervision of the manager being evaluated, or who has information that the administrative appraisal team feels would be useful in the evaluation of this manager, you have been selected to receive the attached survey. Please read each statement carefully, and then circle the response that best reflects your assessment of the manager's performance in that area. A narrative portion is included with each question for you to include examples to support your response and for you to give specific recommendations for development if you wish.

You have the option of signing the survey. Be assured that confidentiality will be observed throughout the process; no individual responses will be shown to the manager being evaluated. Only the committee will see these data.

Please return the completed survey by _____(date)

to_____

I do not wish to participate in this review. (It would be helpful if you would specify why you do not wish to participate in this review.)

Signature_____Date_____

Foothill College Management Evaluation

SUBORDINATE EVALUATION SURVEY

Manager's Name_____

Management Position_____Evaluation Period_____

Excellent managers possess strong communication skills, leadership, human relations skills, professional knowledge and expertise, and effective administrative skills. The following questions address each of these areas, and ask that you rate the manager's effectiveness in that area. A narrative section following each question has been provided to give you the opportunity to give additional information or clarification if you wish. ***(Since this form is being piloted this year, would you please indicate any questions that were confusing to you, or questions that you felt were inappropriate. Are there any questions that you think would have been useful that were not asked? Thank you.)***

Communication Skills

1. The manager regularly exhibits the ability to inform and persuade others in oral and written communication.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

2. The manager is clear and forthright.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

3. The manager listens well and is receptive to the ideas of others.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

4. The manager effectively conveys important administrative information (e.g., changes in campus/district policies, deadlines for schedule and curriculum issues, etc.) to the people who work in his/her area.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

5. The manager appears to effectively convey and articulate our needs and goals to other managers.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

Leadership

6. The manager has a highly developed sense of vision and innovation and takes initiative in building that vision.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

7. The manager motivates our work group by exhibiting high personal standards of fairness, enthusiasm, honesty, accomplishment, etc.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

8. The manager demands high standards through stated expectations and personal performance.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

9. The manager has sound judgment and responds to situations in an appropriate manner.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

10. The manager works hard to address and solve division/area problems.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

11. The manager has made deliberate efforts to support, enhance and facilitate his or her individual ability and the division/area's efforts to meet the challenges of cultural pluralism.*

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

---

* Because this question is not typical of most evaluation forms, we are providing the following examples to give you guidance on how a manager might demonstrate outstanding performance in this area: For example, the manager has participated in training on how to hire, mange or communicate with a diverse workforce; has implemented accountability policies or procedures to ensure that efforts to include cultural perspectives are included in the curriculum and relevant assignments; knows how to use influence as well as position to motivate other key players within the division/area to endorse and carry out diversity policies; personally models and sets the standards for appropriate behavior toward people who are different; and can manage communication breakdowns and critical situations where diversity is the central or a significant element in such a way as to respect the rights and meet the needs of all people involved.

Human Relations

12. The manager maintains a professional and cooperative attitude in working with subordinates.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

13. The manager provides for broad-based collaboration in area planning and decision making.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

14. The manager generally demonstrates sensitivity to the needs and abilities of others and exemplifies a supportive attitude.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

15. The manager exhibits respect for and sensitivity to people regardless of race, culture, ethnicity, sexual preference, age, religion, or physical limitation.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

16. The manager is able to give firm direction when needed.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

17. The manager is able to resolve conflicts in a constructive way.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

18. The manager has developed a spirit of teamwork among my colleagues.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

19. The manager is tactful in conveying discipline or constructive criticism.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

Professional Knowledge and Expertise

20. The manger has in-depth knowledge or technical expertise in one of the areas or disciplines which he or she supervises.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

21. The manager has an appropriate level of general knowledge about all of the areas or disciplines which he or she supervises.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

22. The manager demonstrates understanding of College and District goals, policies, procedures, etc.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

23. The manager participates in professional and service organizations and activities at the local, state, and national level and utilizes professional contacts as a resource for program improvement and enhancement.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

Administrative Skills

24. The manager sufficiently attends to the administrative details (e.g., budget, subordinate evaluations, schedule, etc.) in his/her area.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

25. The manager schedules meetings appropriately.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

26. The manager uses meeting time effectively and efficiently.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

27. The manager is organized and effectively structures, prioritizes, delegates, arranges, and facilitates the accomplishment of tasks.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

28. The manager establishes work direction, setting priorities clearly, defining and breaking tasks into their components and assigning them appropriately.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

29. The manager demonstrates tenacity and singleness of purpose when appropriate.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

30. The manager is able to work under pressure, demonstrating ability to work effectively despite pressures of deadlines, crises, and changing demands.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

31. The manager identifies, utilizes, and develops human resources/institutional strategies to serve needs.

Outstanding Very Good Satisfactory Needs Improvement Not Observed

Reason:

32. What do you consider to be the manager's greatest strengths?

33. In what ways do you think the manager should improve? Do you have suggestions for how the manager might improve in that area?

Optional Additional Comments:

Signature (Optional)_____Date_____

Foothill College Management Evaluation

SELF EVALUATION SURVEY **PART II**

Manager's Name_____

Management Position_____Evaluation Period_____

Excellent managers possess strong communication skills, leadership, human relations skills, professional knowledge and expertise, and effective administrative skills. The following questions address each of these areas, and ask that you rate the manager's effectiveness in that area. A narrative section following each question has been provided to give you the opportunity to give additional information or clarification if you wish. ***(Since this form is being piloted this year, would you please indicate any questions that were confusing to you, or questions that you felt were inappropriate. Are there any questions that you think would have been useful that were not asked? Thank you.)***

Communication Skills

1. The manager regularly exhibits the ability to inform and persuade others in oral and written communication.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

2. The manager is clear and forthright.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

3. The manager listens well and is receptive to the ideas of others.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

4. The manager effectively conveys important administrative information (e.g., changes in campus/district policies, deadlines for schedule and curriculum issues, etc.) to the people who work in his/her area.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

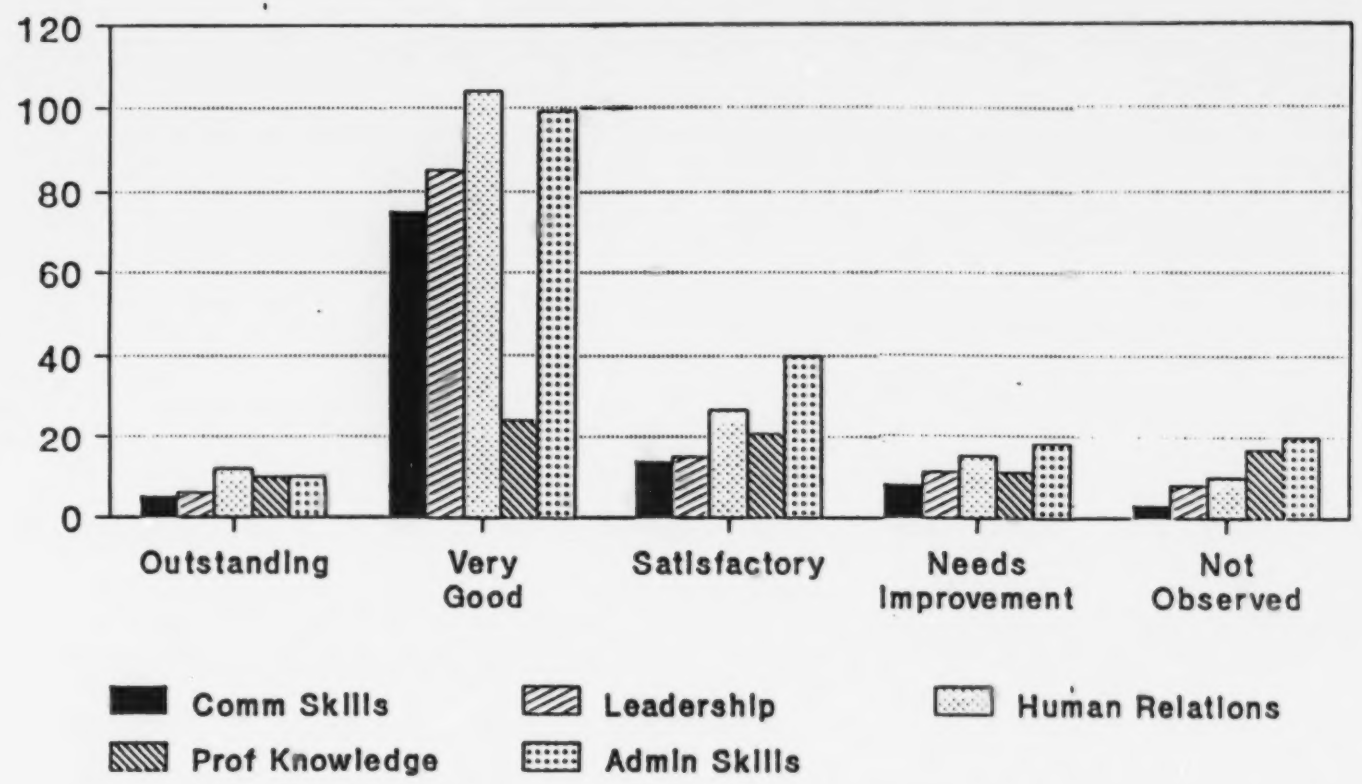
5. The manager appears to effectively convey and articulate our needs and goals to other managers.

   Outstanding Very Good Satisfactory Needs Improvement Not Observed

   Reason:

DR. JOHN DOE

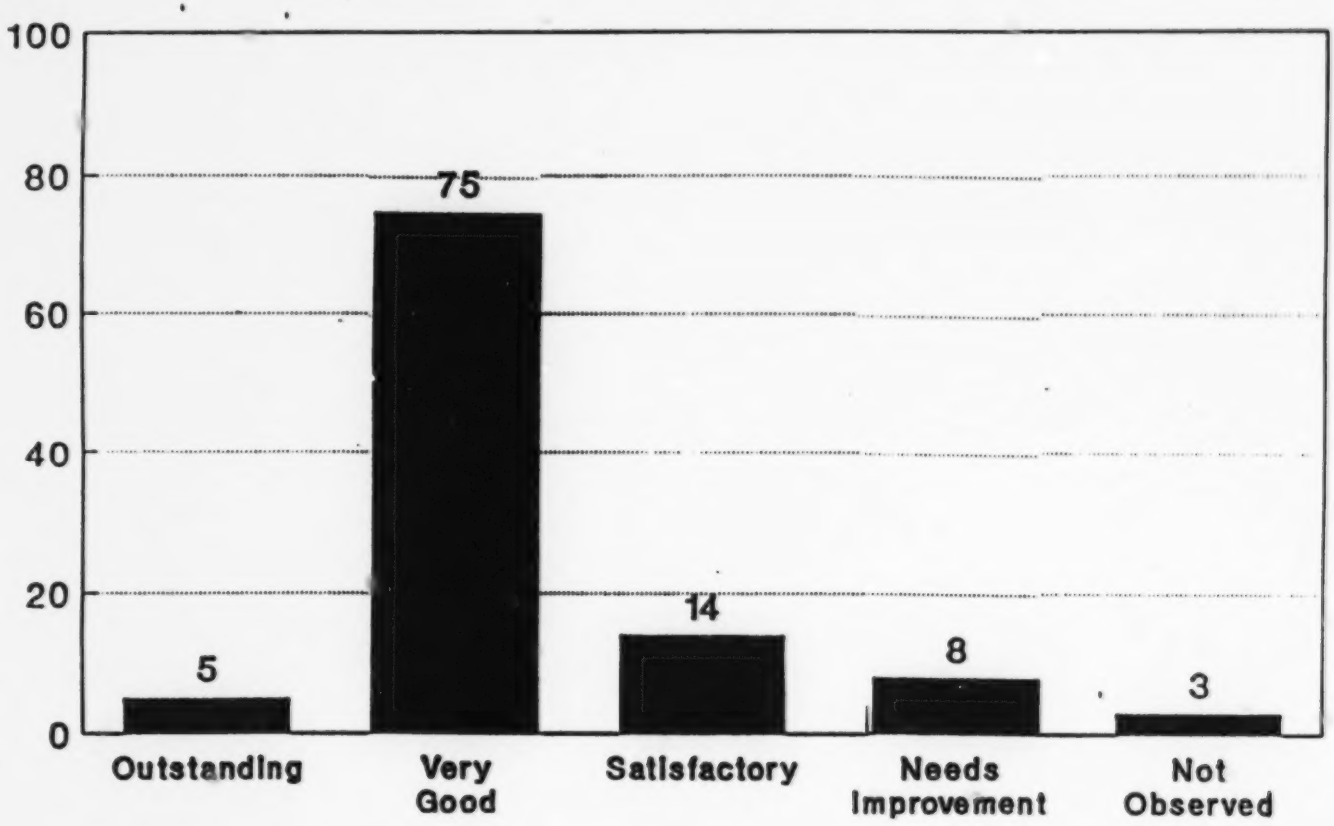
Evaluation



Respondents = 21

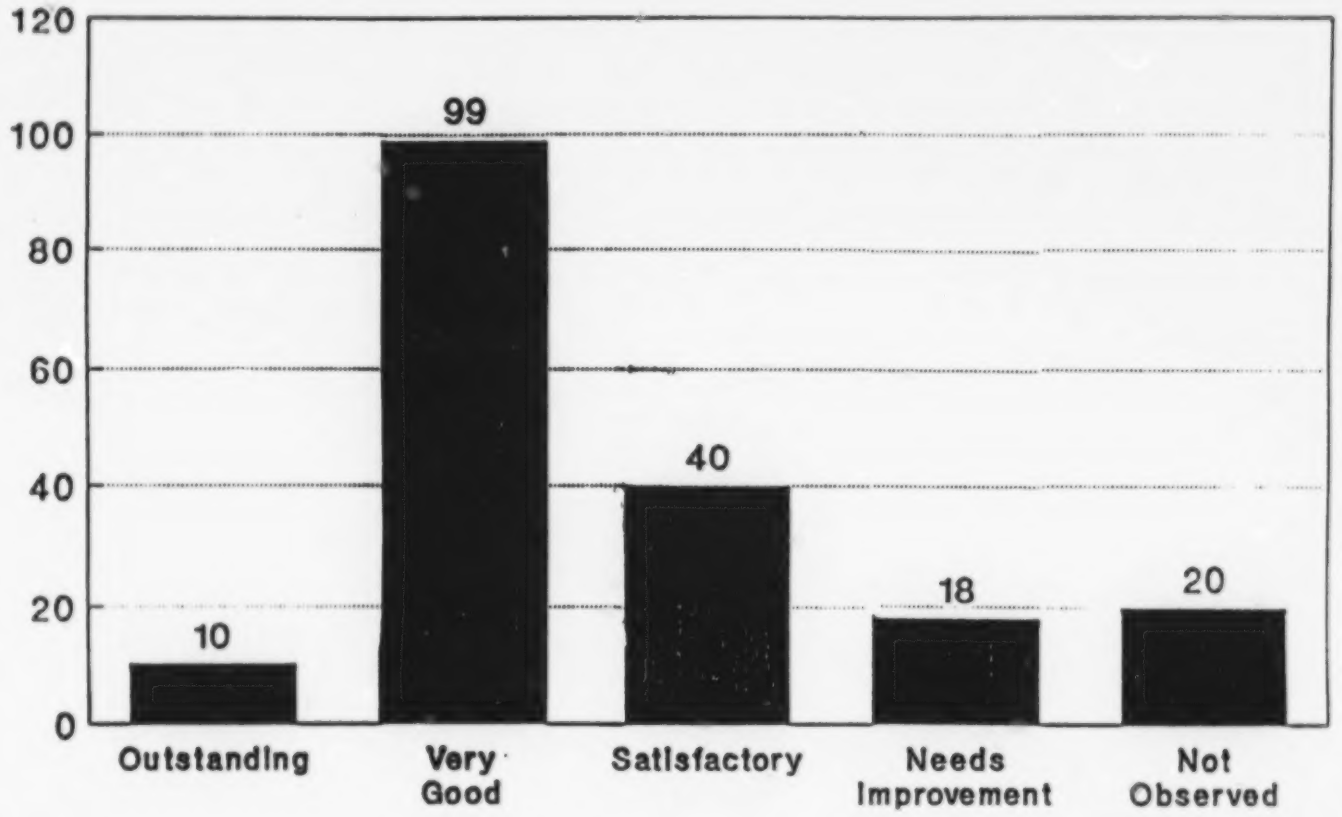
DR. JOHN DOE

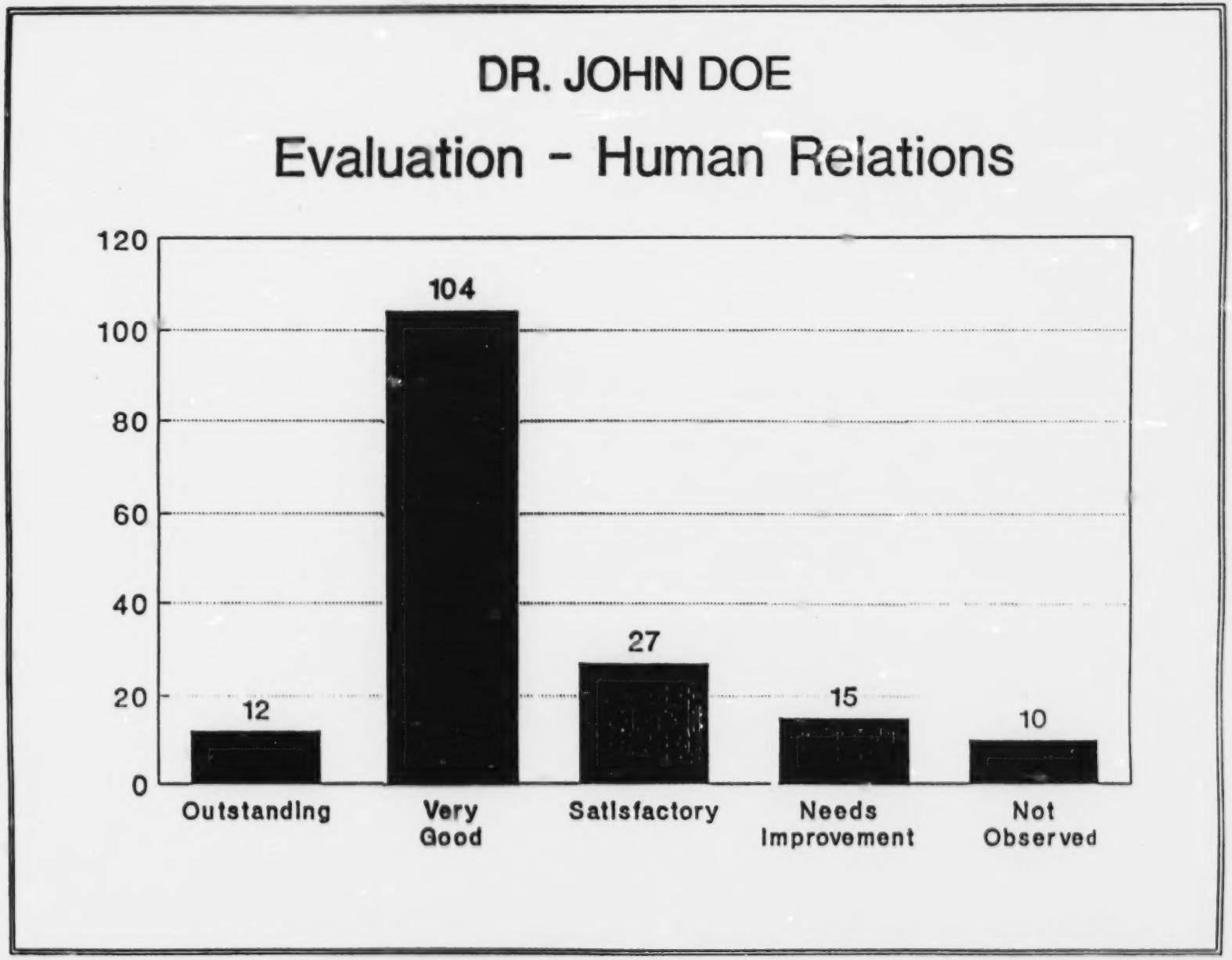
Evaluation - Communications Skills



DR. JOHN DOE

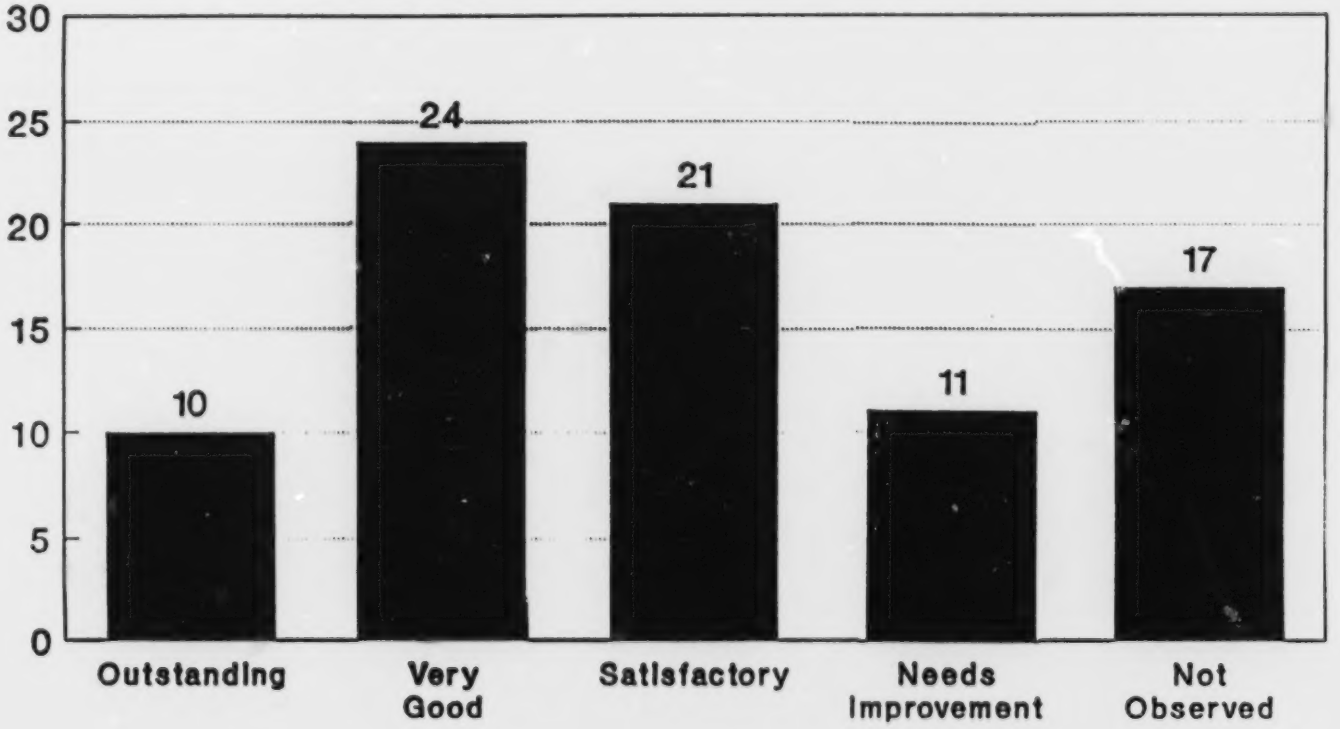
Evaluation - Administrative Skills

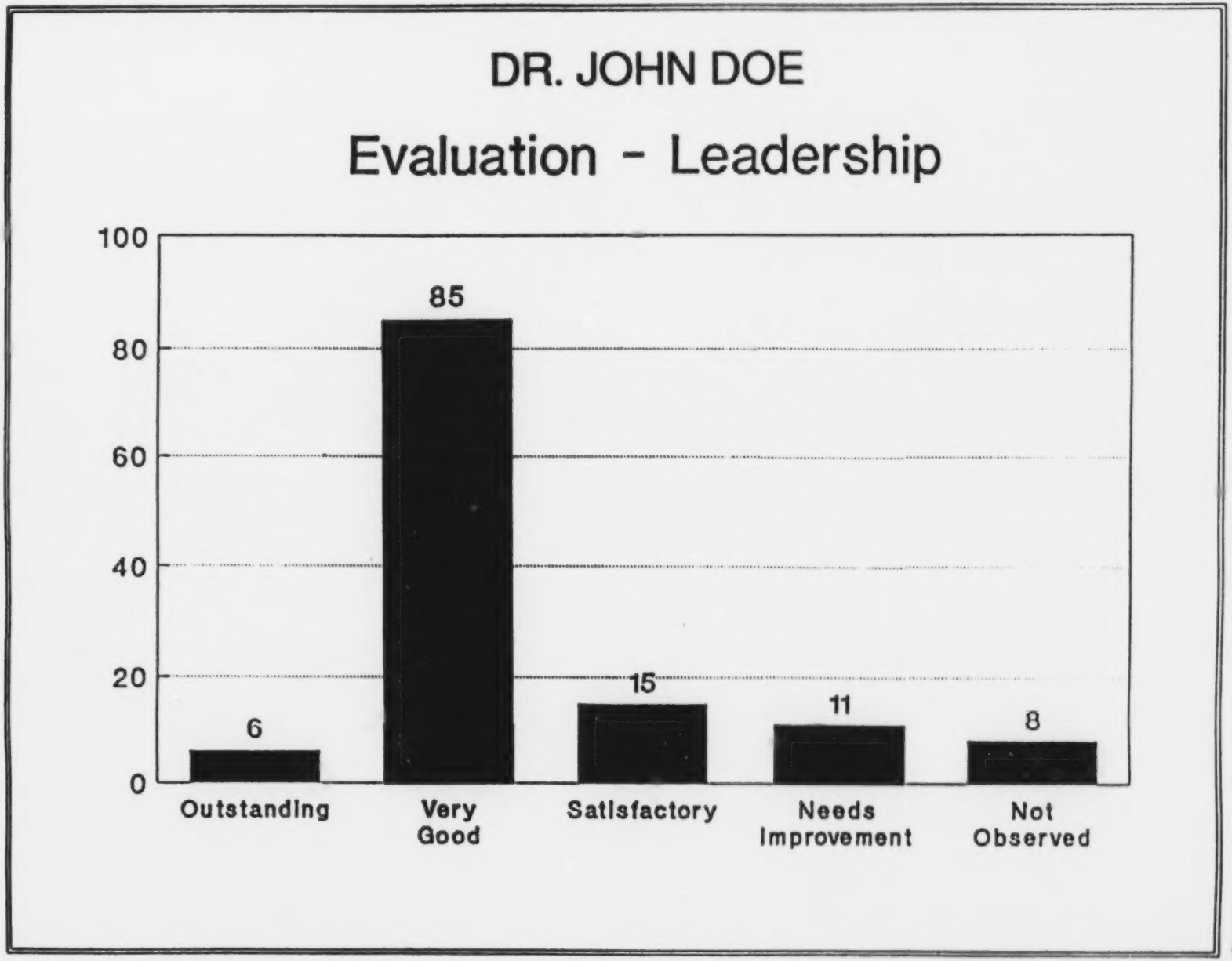



DR. JOHN DOE
Evaluation - Human Relations
120
100
80
60
40
20
0
104
12
27
15
10
Outstanding
Very Good
Satisfactory
Needs Improvement
Not Observed

DR. JOHN DOE

Evaluation - Professional Knowledge and Expertise




DR. JOHN DOE
Evaluation - Leadership
100
80
60
40
20
0
85
6
15
11
8
Outstanding
Very Good
Satisfactory
Needs Improvement
Not Observed

SAN JOSE CITY COLLEGE

2100 Moorpark Avenue
San Jose, California 95128-2799
Phone: 408-298-2181 Fax: 408-287-7222

President: Del M. Anderson

MEMORANDUM

DATE: June 24, 1993

TO: Leadership 2000 Participants

FROM: Martha Kanter, Vice President of Instruction & Student Services

SUBJECT: Policy & Procedures on Administrator Evaluation of the San Jose/Evergreen Community College District

Attached please find the policy, procedures, employee evaluation survey and training materials used for Administrator Evaluation in the San Jose/Evergreen Community College District. In developing this material, a shared governance process was used, involving faculty, staff and the administration. Major issues in developing this material concerned:

1. The relationship of administrator evaluation to the district and college strategic planning process, with the goal of strengthing the individual performance of administrators while at the same time meeting institutional goals and objectives.

2. Clarification of the roles and responsibilities of each individual participating in the evaluation, including issues of responsibility, authority and confidentiality.

3. Simplicity of the process in order that evaluation remain "doable."

The San Jose/Evergreen Community College District is beginning its second year in using the newly adopted process. The results of first-year implementation were successful, with recommendations to revise further the administrator evaluation survey form and questions, utilizing a generic set of questions rather than questions specific to faculty, staff and the administration.

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT • CHANCELLOR: RONALD A. KONG
GOVERNING BOARD: CHARLES R. BLACKMORE • TONY ESTREMERA • SUE HARFORD FERDIG • MARIA FUENTES • GEORGE MELENDEZ • RICHARD TANAKA • KEN YEAGER

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT
EVALUATION OF MANAGERS, SUPERVISORS AND CONFIDENTIAL EMPLOYEES (MSC)

Adopted by the SJECCD Governing Board 11/24/92

POLICY

In accordance with Education Code Section 87663, the policy on evaluation of managers, supervisors, and confidential (MSC) employees is designed to recognize excellence in management and supervision, to strengthen performance, to designate areas needing improvement, and to foster the growth and development of MSC employees in meeting the educational needs of faculty, staff and students engaged in the process of teaching and learning. Procedures for the evaluation of MSC employees shall be carried out in accordance with approved district personnel policies and shall observe confidentiality for all employees who participate in the process.

Evaluation of MSC employees shall have as its goal the improvement of district/college instruction and service through the establishment of individual and institutional goals and objectives for MSC employees which are related to approved district/college goals. To ensure the comprehen-siveness of MSC employee evaluations, the MSC employee being evaluated and his/her supervisor shall engage in a periodic review and formal evaluation process. Every third year, MSC evaluations shall include a district-approved survey of administrators, faculty and classified staff familiar with the MSC employee's area(s) of assignment, except for new MSC employees, in which case the survey shall be used during the employee's first year of employment and every third year thereafter. MSC employee evaluations may also be carried out more frequently if performance warrants.

The immediate supervisor of an MSC employee being evaluated shall be responsible for conducting and completing the evaluation. The Governing Board recognizes the importance of soliciting and incorporating into the evaluation information from constituent groups of faculty, staff, and students concerning an MSC employee's performance. It shall be the supervisor's responsibility to solicit written comments from individuals who are directly supervised by or who are indirectly impacted by decisions of the MSC employee being evaluated. Evaluation reports shall be available for review by the Governing Board, Chancellor, and college President for his/her staff.

EVALUATION PROCEDURES FOR MANAGERS, SUPERVISORS AND CONFIDENTIAL EMPLOYEES (MSC)

Adopted by the SJECCD Governing Board 11/24/92

I. Confidentiality

Procedures for the evaluation of managers, supervisors and confidential (MSC) employees shall be carried out in accordance with approved district personnel policies and shall observe confidentiality for all employees who participate in the process (Board Policy #____). All information on the evaluation of MSC employees shall be treated as strictly confidential. A breach of this confidentiality may be grounds for disciplinary action.

II. Content of the Evaluation Procedure

MSC employees shall be evaluated on the basis of job-related competencies in the following areas: a) professionalism and job-related knowledge as defined by the job description and/or by any special conditions agreed to by the employee and the District and approved by the Governing Board as a condition of employment at the time of assignment; b) application of appropriate management/supervisory techniques in carrying out the MSC employee's responsibilities; c) district/college-wide leadership in the area(s) of assignment; d) effective interpersonal and communication skills in working with members of the college community (faculty, staff, students, administrators and community members); and e) the accomplishment of objectives from the previous evaluation.

III. Elements of the Evaluation Procedure

The evaluation procedure shall consist of:

A. An MSC Employee Evaluation Committee as specified in Section IVA;

B. Observation(s) of performance, when applicable;

C. Goals and objectives of the MSC employee being evaluated;

D. A self-evaluation, including evidence of input and feedback from affected employees and plans for growth and development;

E. *A district-approved MSC employee evaluation survey, completed every third year for continuing MSC employees, completed in the first year of employment for new MSC employees, and used more frequently if performance warrants.

III. Elements of the Evaluation Procedure (continued)

F. An evaluation conference(s);

G. A plan for improvement, when applicable (see Section VII); and

H. A final evaluation report, including an evaluation recommendation regarding continued service. Written comments by the MSC employee to the evaluation at any point in the process may be attached by the MSC employee and submitted along with the final evaluation report.

* To phase in the survey, the performance evaluation of all MSC employees on the list approved by the Governing Board (see Attachment B) shall include results of the MSC employee evaluation survey conducted in the first year.

IV. MSC Employee Evaluation Committee

A. The MSC Employee Evaluation Committee shall consist of:

1. The MSC employee being evaluated; and

2. His/her immediate supervisor.

3. If needed and mutually agreed to by the MSC employee being evaluated and his/her immediate supervisor, other individual(s).

B. Responsibilities of MSC Employee Evaluation Committee members:

1. The Immediate Supervisor shall:
   a. Chair the MSC employee evaluation committee;
   b. Schedule and convene meetings;
   c. Gather and summarize evaluation data, including survey summaries, observation reports, MSC employee self-evaluation, and other performance documentation;
   d. *Distribute and collect the MSC employee evaluation surveys from employees who work directly or indirectly with the MSC employee being evaluated;
   e. *Receive and summarize the survey results for inclusion in the performance evaluation;
   f. Review and approve the goals and objectives of the MSC employee being evaluated, in accordance with the district/college strategic master plan(s), goals and objectives; and

IV. MSC Employee Evaluation Committee (continued)

g. Prepare and present the final evaluation report to the MSC employee being evaluated, including an evaluation recommendation regarding continued service.

* In accordance with Section III (E).

2. The MSC employee being evaluated shall:

a. Prepare a draft of proposed goals and objectives in accordance with the district/college strategic plan(s), goals and objectives; and personal job-related goals and objectives related to the area of assignment;

b. Prepare a written self-evaluation following areas specified in Sections II and IIID;

c. Participate actively in all evaluation meetings specified in VB;

d. Finalize proposed goals and objectives for the next evaluation period; and

e. Review and sign the final evaluation report.

V. Timeline for Evaluation

A. All MSC employees on the district-approved list (see Attachment B) shall be evaluated on a regular basis. MSC employees who are newly assigned or reassigned will be evaluated during each of the first two years. After two years, evaluation shall occur every three years, unless more frequent evaluations are needed in accordance with Section III.D.

B. Evaluation meeting(s) shall include:

1. A review of Board policy on MSC employee evaluation policy and procedures, including Elements of the Evaluation Procedure as specified in Section 3A-H and a discussion of data to be gathered and information to be used in the MSC employee evaluation. When the MSC employee evaluation survey is used, the meeting(s) shall include discussion of the distribution, tallying process and procedure for summarizing the MSC employee evaluation surveys in accordance with Sections IIIE and IVB1(d & e).

V. **Timeline for Evaluation (continued)**

2. Presentation and review of information gathered in accordance with Sections II and IIIB, C, D, E and G (if applicable), and sign off on the final evaluation report in accordance with Section IIIH. This final report shall be made available to all supervisors of that individual up to and including the Chancellor. A copy of the final evaluation report shall be placed in the personnel file of the MSC employee being evaluated.

3. The final report shall include a summary of the MSC employee evaluation survey results in years specified according to Section IIIE.

C. The MSC employee evaluation shall be completed no later than January 30, except in cases of extenuating circumstances approved by the Chancellor.

D. Additional MSC employee evaluations may be conducted at any time on the recommendation of the supervisor. These evaluations may include a survey as determined by the supervisor.

VI. **MSC Employee Evaluation Survey**

A. Survey Instrument

1. The MSC employee evaluation survey instrument shall be approved by the Governing Board and used in all MSC employee evaluations as specified in Section IIIE. The survey will reflect the spirit of the district/college mission, goals, objectives and strategic plans.

2. Each survey item will be followed by a space for comments and/or specific suggestions.

3. Following an overall rating item, a general comment section will be provided.

4. The first question on the evaluation instrument will assess the frequency of contact with the individual who is rated. An average of this figure will be calculated for each MSC employee being evaluated.

VI. MSC Employee Evaluation Survey (continued)

B. Survey Recipients

1. An approved district MSC employee evaluation survey shall be administered to all permanent employees supervised directly or indirectly by the MSC employee being evaluated. The MSC employee evaluation committee shall determine the number of part-time/hourly employees to receive the survey as appropriate and shall take into account workload and other considerations to ensure that results are summarized and used in the MSC employee evaluation procedure in a timely manner.

2. See the attached chart for those District/college MSC employees who will be surveyed by administrators, faculty and classified staff employees (see Attachment B).

C. Survey Distribution and Summary of Survey Results

This survey shall be administered during years specified in Section IIIE.

This survey will be conducted and the results tallied and summarized between the first week of October and the last week of November.

A summary of the survey results shall be attached to the final evaluation report described in Section IIIH and IVB1g.

D. Survey Data

No anonymous oral or written material in any form except the district-approved MSC employee evaluation survey instrument shall be used in the MSC employee evaluation procedure, nor shall such materials be referenced in any MSC employee evaluation or MSC employee evaluation committee records.

E. Processing the Survey Data

1. The Chancellor or his/her designee shall designate a confidential employee to receive, tally and return all surveys to the immediate supervisor of the MSC employee being evaluated. This employee shall also be responsible for typing and compiling comments and for returning the original surveys to the immediate supervisor who will summarize the results and return the original copies to the MSC employee being evaluated for his/her use/review.

VI. MSC Employee Evaluation Survey (continued)

2. All information obtained will be processed according to these MSC employee evaluation procedures, and a notation concerning the number surveyed and the number who responded to each question will be included with the tallies.

3. Separate ratings will be generated for part- and full-time administrators, faculty and classified staff and specified in accordance with Section VIII of this policy. Ratings may also be grouped based on frequency of contact with the MSC employee being evaluated.

VII. Improvement Plans, when Applicable

When area(s) needing improvement are identified, the MSC employee evaluation team shall develop a plan to improve performance in the specified areas. The plan shall include improvement goals, objectives, and activities to be completed, expected results, and date(s) for completion, and shall require that the MSC employee being evaluated shall meet the objectives of the improvement plan as described. The evaluation team shall convene periodically to monitor completion of the improvement plan or lack thereof and shall document improvements made, extend the timeline for completion if necessary based on progress made, or terminate the plan. Termination of the plan may result in disciplinary action based on documentation of the performance problem(s) identified.

VIII. Storage of Records

Original MSC employee evaluation surveys shall be returned directly to the MSC employee being evaluated at the conclusion of the evaluation committee meeting where they have been reviewed and summarized.

All other original documents pertaining to MSC employee evaluations shall be kept in the confidential personnel records at the district office.

IX. The Evaluation Survey Instrument
See Attachment A.

X. List of MSC Employees To Be Evaluated With The Survey Instrument
The Personnel Director shall maintain a list of all MSC employees to be evaluated under the Board-approved policy and procedures on MSC employee evaluation herein (see Attachment B). This list shall exclude all MSC employees to be evaluated in another manner as specified in existing contracts with the Governing Board.

Attachment A
Approved by Governing Board
November 24, 1992

MCSC Employee Evaluation Survey

INSTRUCTIONS

(USE A #2 PENCIL)

1) Verify that the name preprinted on the scanner is the person being evaluated.
2) Verify that you have the proper scanner (i.e. bubbles under your classification A = administrator; PTC = PART TIME CLASSIFIED; FTC = FULL TIME CLASSIFIED; PTF = PART TIME FACULTY; AND FTF = FULL TIME FACULTY.
3) Indicate your employment status by answering questions 1-3 below, and marking your answers on the scanner form with a #2 pencil.
4) Answer the core questions on the scanner form.
5) Answer on the scanner form the questions related to you. Faculty and classified staff should answer the faculty and classified staff questions and administrators respond to the administrator's questions.
6) Everyone responds to question #29 to indicate your overall rating of the employee.

EMPLOYMENT STATUS

1. What is your employment status?
   1 = administrator
   2 = classified
   3= part-time classified
   4 = full-time faculty
   5 = part-time faculty

2. At which college do you work?
   1 = San Jose City College
   2 = Evergreen Valley College
   3 = District Office (report to a person in the district office)
   4 = District-wide (report to persons on the two campuses)
   5 = other

3. How much contact do you have with this employee?
   (contact may be face-to-face, by memo, or through other communications)
   1 = daily
   2 = several times per week
   3 = several times per month
   4 = very infrequent
   5 = no contact - (IF NO CONTACT, YOU DO NOT NEED TO COMPLETE THIS SURVEY)

PLEASE SEE OTHER SIDE OF PAGE FOR QUESTIONS

Please use these codes:

5 = Outstanding	3 = Average	1 = Unacceptable
4 = Above average	2 = Below Average	0 = No basis for judgment

CORE QUESTIONS
(to be answered by everyone)

This employee (manager, classified supervisor, confidential staff):

4. responds well to frank, informed criticism.
5. insures that those who are affected by a decision have the opportunity to provide input into that decision.
6. decisions do not express favoritism towards groups or individuals.
7. responds promptly to requests for information and assistance.
8. maintains an environment that encourages individual worth and promotes high morale.
9. maintains an environment that encourages individual innovation and creativity.

QUESTIONS FOR ADMINISTRATORS

This employee:

10. consults me in making decisions that affect my area.
11. makes an effort to define his/her role in relationship to mine.
12. is an effective leader for his/her area(s) of responsibility.
13. cooperates effectively with other administrators.
14. effectively contributes to the solution of problems.

QUESTIONS FOR FACULTY AND CLASSIFIED STAFF

This employee:

15. keeps staff informed as to district and personal goals he/she sets for program objectives.
16. is receptive and responsive to open and constructive interchange of ideas and feelings with staff members.
17. delegates responsibilities in an efficient and effective manner.
18. is supportive of staff training and professional growth activities.
19. effectively implements collective bargaining agreements and established policies and procedures; provides recommendations for modifications thereof.
20. is articulate, that is, she/he communicates effectively.
21. delegates responsibilities and distributes resources in an efficient and effective manner.
22. is accessible to faculty and staff for consultation and appointments.
23. faces problems directly and assumes the responsibility for resolving problems that are encountered.
24. recognizes below standard staff performance and is able to work toward an improvement of that performance.
25. encourages a diversity of opinion among faculty and staff.
26. is aware that his/her breadth of primary responsibility is to meet the needs of students.
27. consistently acts in an ethical manner.
28. anticipates problems and identifies tasks on his/her own initiative.

EVERYONE RESPOND TO THIS QUESTION

29. What is your overall rating of how this employee performs his/her job?

ADMINISTRATOR EVALUATION TRAINING

BACKGROUND & OVERVIEW OF THE PROCESS

- FRAMEWORK FOR EVALUATION
- AB 1725 TASK FORCE

GOVERNING BOARD GOALS AND OBJECTIVES

DIVISION/AREA GOALS AND OBJECTIVES

ROLES OF EVALUATION PARTICIPANTS

EVALUATION PROCEDURE

FORMS

PERSONNEL ISSUES

QUESTIONS/ANSWERS

PURPOSE
(POLICY 2800.101)

- FOSTER ADMINISTRATIVE EXCELLENCE
- PROMOTE SENSITIVITY AND RESPONSIVENESS TO THE NEEDS OF STAFF AND STUDENTS
- PROMOTE SENSITIVITY AND RESPONSIVENESS TO THE PROCESS OF INSTRUCTION

BENEFITS TO THE INSTITUTION

- ESTABLISH AND WORK TOWARD COMMON GOALS

  Board Goals
  College Goals
  Division/Area Goals
  Individual Administrator Goals

- SHARED RESPONSIBILITY BUILDING
- PARTICIPATORY EVALUATION PROCESS
- COMMON OUTCOMES WHICH STRENGTHEN SJCC AS AN INSTITUTION

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

MISSION STATEMENT

Approved by Governing Board 6/21/88

The San Jose/Evergreen Community College District is committed to providing open access and opportunity for success to our multi-ethnic community which has diverse needs, interests, and abilities. By offering clearly defined avenues for successful completion of a quality academic, transfer, or vocational education, the District is responsive to the community's present and future needs which lead to enrichment and improved quality of life.

Goal Headings

Goal #1: Quality/Excellence in Education

Goal #2: Equity in Student Access and Success

Goal #3: Development of Human Resources

Goal #4: Efficiency

Goal #5: Equity in Employment

Goal #6: Fiscal Stability

GOVERNING BOARD PRIORITIES FOR 1991-92

1. Retention
2. Transfer
3. Recruitment of Underrepresented
4. Staff Diversity
5. New Technologies
6. Strategic Planning
7. ADA Cap Management

SAN JOSE CITY COLLEGE
MISSION STATEMENT

As a comprehensive community college, San Jose City College is committed to offering courses and programs designed to provide students with the information, knowledge, attitudes, and skills necessary to function effectively and creatively in public , vocational and personal life situations.

To that end, we offer:

1. Programs designed to provide career opportunities for:

   a. Entry prior to or on receipt of a San Jose City College degree.

   b. Entry on receipt of a four year degree.

2. Programs designed to insure that a student obtains the analytic, imaginative and humanistic skills necessary to participate fully in the community as an informed citizen with knowledge of the world, past and present, and that enhance the creative aspects of one's life.

3. Programs designed to provide basic academic and learning skills to enable students to participate in programs as defined in "1" and "2" above.

4. Programs designed to assist students to function effectively in personal life situations.

COMPOSITION OF THE EVALUATION TEAM

SUPERVISOR OF ADMINISTRATOR BEING EVALUATED

ADMINISTRATOR/SUPERVISOR BEING EVALUATED

FACULTY LIAISON

CLASSIFIED STAFF LIAISON

- FOR DISTRICT EVALUATION TEAMS, ALSO ADD:

  EVC FACULTY LIAISON

  EVC CLASSIFIED STAFF LIAISON

PERSONNEL ISSUES

- CLEAR COMMUNICATION
  CLEAR EXPECTATIONS
  TRUST

- RIGHT TO PRIVACY

- CONFIDENTIALITY

  A SACRED TRUST

  FRAGILITY OF REPUTATIONS

  THE POWER AND IRRETRIEVABILITY OF WORDS

  WHO SHOULD KNOW?

  CONSEQUENCES OF BREAKING CONFIDENCE

  WHO'S RESPONSIBLE FOR ENSURING CONFIDENTIALITY?

- LEGAL CONSEQUENCES
  District and Personal Liability
  Biased treatment
  Materially different treatment
  Failure to adhere to procedures or timelines

EVALUATION PROCEDURE

PREPARING FOR THE EVALUATION

INITIAL TEAM MEETING

SURVEYS

TABULATION & SUMMARY

FINAL REPORT

ROLES IN THE EVALUATION PROCESS

SUPERVISOR OF ADMINISTRATOR BEING EVALUATED

- **Chairs the Committee**
- **Establishes dates**
- **Schedules and participates in meetings**
- **Coordinates materials**
- **Approves final objectives**
- **Summarizes and prepares final evaluation report**
- **Reviews final evaluation report with administrator being evaluated**
- **Forwards recommendation to the President**

ADMINISTRATOR/SUPERVISOR BEING EVALUATED

- **Prepares goals and objectives**
- **Conducts a self-evaluation (summarizes progress on objectives from prior year(s))**
- **Participates in team meetings**

FACULTY AND CLASSIFIED STAFF LIAISONS

- **Distributes, tallies and summarizes survey responses**
- **From survey, prepares recommended objectives in writing**
- **Participates in team meetings**

ALL PARTICIPANTS

ACTIVE PARTICIPATION IN THE EVALUATION CONFERENCE

Objectivity

Clarity

Fairness

Knowledge of the Administrator
Evaluation Process

ADMINISTRATOR EVALUATION TIMELINE
(proposed)

Responsibility	Action	Date
Board	Establish/review Board mission, goals and objectives for July-June of following year so that these are available for evaluation purposes as of October 1	September
College	Review above and establish college annual goals and objectives based on Board mission, goals & objectives, consistent with accreditation standards	October
Chancellor/ Presidents	Finalize college annual goals and objectives as related to Board priorities and accreditation standards	Oct./Nov.
Supervisor	Review Board, college, division and individual administrator's goals and objectives and relevant accreditation standards with Administrator being evaluated	October
Administrator	Conducts self-evaluation and summarizes progress on objectives to date (includes projected completion of tasks through December); identifies possible goals for the next evaluation period	October
Supervisor	Calls meeting of administrator and liaisons to review goals and objectives and determine survey recipients	October
Liaisons	Request, distribute and collect surveys to agreed upon individuals	1st week in October
	Score survey; summarize comments and survey evaluations in writing and submit to supervisor	November (last working day before Thanksgiving)
	Prepare written recommendations for adminstrator's objectives for next evaluation period beginning January 1	December
Supervisor	Calls meeting(s) of administrator and liaisons to summarize evaluation data and comments and to facilitate the establishment of specific objectives for the next evaluation period with recommendations from liaisons and administrator being evaluated	December
	Prepares final evaluation and compilation of the survey packet (completed by Jan. 30)	January